

## CLEVELAND ELEMENTARY

151 Franklin Street  
Spartanburg, SC 29303

**GRADES** PK-6 Elementary School

**ENROLLMENT** 454 Students

**PRINCIPAL** Patrick Suber 864-594-4444

**SUPERINTENDENT** Dr. J. Lynn Batten 864-594-4400

**BOARD CHAIR** David W. Cecil, II 864-594-4400

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**BELOW AVERAGE**

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 3         | 6    | 33      | 41            | 3              |

#### IMPROVEMENT RATING:

**UNSATISFACTORY**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 9 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

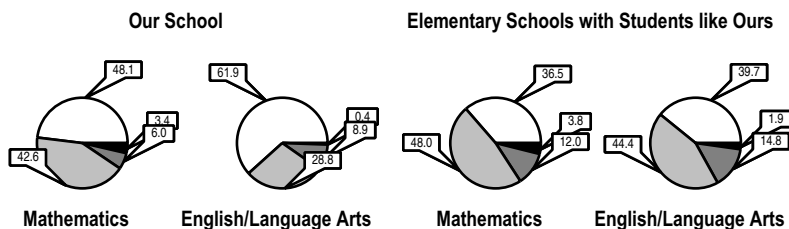
**FOR MORE INFORMATION, VISIT WEBSITES AT:**





**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

|      | <b>Absolute Rating</b> | <b>Improvement Rating</b> | <b>Adequate Yearly Progress</b> |
|------|------------------------|---------------------------|---------------------------------|
| 2001 | Below Average          | Average                   | N/A                             |
| 2002 | Below Average          | Unsatisfactory            | N/A                             |
| 2003 | Below Average          | Unsatisfactory            | No                              |
| 2004 |                        |                           |                                 |

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

|  |                    |   |
|--|--------------------|---|
|   | <b>Advanced</b>    | Very high score; very well prepared to work at next grade level; exceeded expectations  |
|   | <b>Proficient</b>  | Well prepared to work at next grade level; met expectations   |
|   | <b>Basic</b>       | Met standards; minimally prepared, can go to next grade level   |
|  | <b>Below Basic</b> | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

|  | <b>Teachers</b> | <b>Students</b> | <b>Parents</b> |
|--|-----------------|-----------------|----------------|
| Number of surveys returned                             | 45              | 60              | 44             |
| Percent satisfied with learning environment            | 55.6%           | 81.4%           | 74.4%          |
| Percent satisfied with social and physical environment | 51.2%           | 85.0%           | 76.7%          |
| Percent satisfied with home-school relations           | 22.2%           | 76.3%           | 77.3%          |

PACT PERFORMANCE BY GROUP

|                                | Enrollment 1st<br>Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and<br>Advanced | State Objective |
|--------------------------------|----------------------------------|----------|---------------|---------|--------------|------------|------------------------------|-----------------|
| English/Language Arts          |                                  |          |               |         |              |            |                              |                 |
| All students                   | 284                              | 99.6     | 61.9          | 28.8    | 8.9          | 0.4        | 9.3                          | 17.6            |
| Gender                         |                                  |          |               |         |              |            |                              |                 |
| Male                           | 151                              | 100.0    | 67.2          | 25.0    | 7.0          | 0.8        | 7.8                          | 17.6            |
| Female                         | 133                              | 99.2     | 55.6          | 33.3    | 11.1         | N/A        | 11.1                         | 17.6            |
| Racial/Ethnic Group            |                                  |          |               |         |              |            |                              |                 |
| White                          | 7                                | 100.0    | N/A           | N/A     | N/A          | N/A        | N/A                          | 17.6            |
| African-American               | 271                              | 99.6     | 61.9          | 29.0    | 9.1          | N/A        | 9.1                          | 17.6            |
| Asian/Pacific Islander         | N/A                              | 0.0      | N/A           | N/A     | N/A          | N/A        | N/A                          | 17.6            |
| Hispanic                       | 6                                | 100.0    | N/A           | N/A     | N/A          | N/A        | N/A                          | 17.6            |
| American Indian/Alaskan        | N/A                              | 0.0      | N/A           | N/A     | N/A          | N/A        | N/A                          | 17.6            |
| Disability Status              |                                  |          |               |         |              |            |                              |                 |
| Not disabled                   | 201                              | 100.0    | 52.3          | 36.0    | 11.0         | 0.6        | 11.6                         | 17.6            |
| Disabled                       | 83                               | 98.8     | 87.5          | 9.4     | 3.1          | N/A        | 3.1                          | 17.6            |
| Migrant Status                 |                                  |          |               |         |              |            |                              |                 |
| Migrant                        | N/A                              | 0.0      | N/A           | N/A     | N/A          | N/A        | N/A                          | 17.6            |
| Non-migrant                    | 284                              | 99.6     | 61.9          | 28.8    | 8.9          | 0.4        | 9.3                          | 17.6            |
| English Proficiency            |                                  |          |               |         |              |            |                              |                 |
| Limited English proficient     | 2                                | 100.0    | N/A           | N/A     | N/A          | N/A        | N/A                          | 17.6            |
| Non-limited English proficient | 282                              | 99.6     | 61.9          | 28.8    | 8.9          | 0.4        | 9.3                          | 17.6            |
| Socio-Economic Status          |                                  |          |               |         |              |            |                              |                 |
| Subsidized meals               | 265                              | 99.6     | 63.5          | 27.9    | 8.1          | 0.5        | 8.6                          | 17.6            |
| Full-pay meals                 | 19                               | 100.0    | 35.7          | 42.9    | 21.4         | N/A        | 21.4                         | 17.6            |

|                                |     |       |      |      |     |     |      |      |
|--------------------------------|-----|-------|------|------|-----|-----|------|------|
| Mathematics                    |     |       |      |      |     |     |      |      |
| All students                   | 284 | 99.6  | 48.1 | 42.6 | 6.0 | 3.4 | 9.4  | 15.5 |
| Gender                         |     |       |      |      |     |     |      |      |
| Male                           | 151 | 99.3  | 54.3 | 38.6 | 4.7 | 2.4 | 7.1  | 15.5 |
| Female                         | 133 | 100.0 | 40.7 | 47.2 | 7.4 | 4.6 | 12.0 | 15.5 |
| Racial/Ethnic Group            |     |       |      |      |     |     |      |      |
| White                          | 7   | 100.0 | N/A  | N/A  | N/A | N/A | N/A  | 15.5 |
| African-American               | 271 | 99.6  | 48.3 | 42.6 | 5.7 | 3.5 | 9.1  | 15.5 |
| Asian/Pacific Islander         | N/A | 0.0   | N/A  | N/A  | N/A | N/A | N/A  | 15.5 |
| Hispanic                       | 6   | 100.0 | N/A  | N/A  | N/A | N/A | N/A  | 15.5 |
| American Indian/Alaskan        | N/A | 0.0   | N/A  | N/A  | N/A | N/A | N/A  | 15.5 |
| Disability Status              |     |       |      |      |     |     |      |      |
| Not disabled                   | 201 | 100.0 | 38.4 | 49.4 | 7.6 | 4.7 | 12.2 | 15.5 |
| Disabled                       | 83  | 98.8  | 74.6 | 23.8 | 1.6 | N/A | 1.6  | 15.5 |
| Migrant Status                 |     |       |      |      |     |     |      |      |
| Migrant                        | N/A | 0.0   | N/A  | N/A  | N/A | N/A | N/A  | 15.5 |
| Non-migrant                    | 284 | 99.6  | 48.1 | 42.6 | 6.0 | 3.4 | 9.4  | 15.5 |
| English Proficiency            |     |       |      |      |     |     |      |      |
| Limited English proficient     | 2   | 100.0 | N/A  | N/A  | N/A | N/A | N/A  | 15.5 |
| Non-limited English proficient | 282 | 99.6  | 48.1 | 42.6 | 6.0 | 3.4 | 9.4  | 15.5 |
| Socio-Economic Status          |     |       |      |      |     |     |      |      |
| Subsidized meals               | 265 | 99.6  | 48.9 | 41.6 | 6.3 | 3.2 | 9.5  | 15.5 |
| Full-pay meals                 | 19  | 100.0 | 35.7 | 57.1 | N/A | 7.1 | 7.1  | 15.5 |

Abbreviations for Missing Data

|     |                |     |               |     |              |     |                     |
|-----|----------------|-----|---------------|-----|--------------|-----|---------------------|
| N/A | Not Applicable | N/C | Not Collected | N/R | Not Reported | I/S | Insufficient Sample |
|-----|----------------|-----|---------------|-----|--------------|-----|---------------------|

**PACT PERFORMANCE BY GRADE LEVEL**

|                       |         | Enrollment 1st<br>Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and<br>Advanced |
|-----------------------|---------|----------------------------------|----------|---------------|---------|--------------|------------|------------------------------|
| English/Language Arts |         |                                  |          |               |         |              |            |                              |
| 2002                  | Grade 3 | 61                               | N/A      | 36.7          | 45.0    | 16.7         | 1.7        | 18.3                         |
|                       | Grade 4 | 77                               | N/A      | 53.9          | 40.8    | 5.3          | N/A        | 5.3                          |
|                       | Grade 5 | 57                               | N/A      | 61.4          | 31.6    | 7.0          | N/A        | 7.0                          |
|                       | Grade 6 | 55                               | N/A      | 46.3          | 44.4    | 9.3          | N/A        | 9.3                          |
|                       | Grade 7 | N/A                              | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                       | Grade 8 | N/A                              | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| 2003                  | Grade 3 | 60                               | 100.0    | 42.3          | 38.5    | 19.2         | N/A        | 19.2                         |
|                       | Grade 4 | 78                               | 100.0    | 41.9          | 40.3    | 16.1         | 1.6        | 17.7                         |
|                       | Grade 5 | 83                               | 100.0    | 85.7          | 14.3    | N/A          | N/A        | N/A                          |
|                       | Grade 6 | 63                               | 98.4     | 73.1          | 25.0    | 1.9          | N/A        | 1.9                          |
|                       | Grade 7 | N/A                              | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                       | Grade 8 | N/A                              | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |

| Mathematics |         |     |       |      |      |      |     |      |
|-------------|---------|-----|-------|------|------|------|-----|------|
| 2002        | Grade 3 | 61  | N/A   | 41.7 | 40.0 | 15.0 | 3.3 | 18.3 |
|             | Grade 4 | 77  | N/A   | 62.3 | 28.6 | 7.8  | 1.3 | 9.1  |
|             | Grade 5 | 57  | N/A   | 57.9 | 33.3 | 8.8  | N/A | 8.8  |
|             | Grade 6 | 55  | N/A   | 38.9 | 50.0 | 9.3  | 1.9 | 11.1 |
|             | Grade 7 | N/A | N/A   | N/A  | N/A  | N/A  | N/A | N/A  |
|             | Grade 8 | N/A | N/A   | N/A  | N/A  | N/A  | N/A | N/A  |
| 2003        | Grade 3 | 60  | 100.0 | 40.4 | 40.4 | 9.6  | 9.6 | 19.2 |
|             | Grade 4 | 78  | 98.7  | 32.8 | 54.1 | 8.2  | 4.9 | 13.1 |
|             | Grade 5 | 83  | 100.0 | 68.6 | 30.0 | 1.4  | N/A | 1.4  |
|             | Grade 6 | 63  | 100.0 | 46.2 | 48.1 | 5.8  | N/A | 5.8  |
|             | Grade 7 | N/A | N/A   | N/A  | N/A  | N/A  | N/A | N/A  |
|             | Grade 8 | N/A | N/A   | N/A  | N/A  | N/A  | N/A | N/A  |

SCHOOL PROFILE

|  | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| Students (n= 454)                                |            |                       |  |                          |
| First graders who attended full-day kindergarten | N/A        | N/A                   | N/A  | N/A                      |
| Retention rate                                   | 1.4%       | Up from 0.7%          | 2.3%                                       | 2.4%                     |
| Attendance rate                                  | 95.6%      | Down from 96.1%       | 95.6%                                      | 95.9%                    |
| Meeting grade 1 and 2 readiness standards        | N/A        | N/A                   | N/A  | N/A                      |
| Eligible for gifted and talented                 | 5.3%       | Down from 7.2%        | 4.8%                                       | 13.2%                    |
| On academic plans                                | N/A        | N/A                   | N/A  | N/A                      |
| On academic probation                            | N/A        | N/A                   | N/A  | N/A                      |
| With disabilities other than speech              | 13.7%      | Up from 8.4%          | 8.1%                                       | 8.0%                     |
| Older than usual for grade                       | 0.4%       | Down from 0.6%        | 2.9%                                       | 1.1%                     |
| Suspended or expelled                            | 0.4%       | No change             | 0.0%                                       | 0.0%                     |

|                                       |          |                 |           |           |
|---------------------------------------|----------|-----------------|-----------|-----------|
| Teachers (n= 39)                      |          |                 |           |           |
| Teachers with advanced degrees        | 64.1%    | Down from 66.7% | 46.2%     | 50.0%     |
| Continuing contract teachers          | 79.5%    | Down from 83.3% | 77.3%     | 85.3%     |
| Highly qualified teachers             | N/A      | N/A             | N/A       | N/A       |
| Teachers returning from previous year | 81.6%    | Down from 82.0% | 78.9%     | 86.2%     |
| Teacher attendance rate               | 93.8%    | Down from 94.6% | 95.3%     | 95.3%     |
| Average teacher salary                | \$40,396 | Down 6.0%       | \$37,892  | \$39,909  |
| Prof. development days/teacher        | 9.7 days | N/R             | 13.0 days | 11.4 days |

|                                    |           |                   |           |           |
|------------------------------------|-----------|-------------------|-----------|-----------|
| School                             |           |                   |           |           |
| Principal's years at school        | 2.0       | Up from 1.0       | 3.0       | 4.0       |
| Student-teacher ratio              | 20.0 to 1 | Up from 18.1 to 1 | 16.7 to 1 | 18.9 to 1 |
| Prime instructional time           | 87.7%     | Down from 89.0%   | 88.8%     | 89.7%     |
| Dollars spent per pupil*           | \$8,415   | Up 8.6%           | \$6,847   | \$5,892   |
| Percent spent on teacher salaries* | 61.0%     | Down from 61.8%   | 63.2%     | 66.6%     |
| Opportunities in the arts          | Good      | No change         | Good      | Good      |
| Parents attending conferences      | 14.4%     | Down from 79.0%   | 99.0%     | 99.0%     |
| SACS accreditation                 | yes       | N/A               | yes       | yes       |

\* Prior year audited financial data are reported.

|   | Our District | State |
|---|--------------|-------|
| Highly qualified teachers in low poverty schools  | N/A          | N/A   |
| Highly qualified teachers in high poverty schools | N/A          | N/A   |

| Abbreviations for Missing Data |                |            |               |            |              |            |                     |
|--------------------------------|----------------|------------|---------------|------------|--------------|------------|---------------------|
| <b>N/A</b>                     | Not Applicable | <b>N/C</b> | Not Collected | <b>N/R</b> | Not Reported | <b>I/S</b> | Insufficient Sample |

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

At Cleveland Elementary School, we have focused this year on three primary goals: achievement in language arts; achievement in mathematics; and improved school climate. As part of the school climate goal, we also wish to improve our parental involvement. The administration, faculty, and staff at Cleveland are all committed to meeting our challenges, making improvements, and providing the best possible school for the children we serve.

We are continuing the Instructional Team Leader approach in school organization so that the classroom teachers will have the greatest support possible for providing effective instruction. Teachers are working with innovative strategies and best practices to provide optimum opportunities for student success. In addition, our staff members have enjoyed sustained professional development activities with all teachers in study groups. These groups involve SCREADS for grades K-3 and Best Practices for grades 4-6 and other staff.

At Cleveland, we want our parents to be actively involved, and we constantly seek community support for groups who might assist our students with social, emotional, and academic needs. Our Boys and Girls Club is very strong, adding an important component to our extended day activities. Also, we are fortunate to have First Presbyterian Church and Spartanburg Regional Medical Center as principal supporters and partners. All of this involvement will lead to greater achievement for our students, both on school activities and on statewide testing.

We invite you to come to Cleveland Elementary School and witness our own Renaissance. We are proud of our students, and we will strive to provide them with the best educational experiences possible.

Patrick Suber, Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.